

CHAPTER I

INTRODUCTION

A. Background of the Study

Human being belongs to social creature that is unique to be observed, especially their way to have relationship to the others. As we know, they cannot live in the world without doing socialization to the others. To have socialization, they need language to communicate what in their mind are. The process of communication rises up as the human way to deliver their purpose and willing to the others. Finally, we need language to express our purpose in order to make the others understand what actually we want. Many people have claimed that the possession of language is the single most important distinction to step our life in this universe. There are so many languages that exist in the world, however there is the only one language that becomes international language, which is called as English.

English in Indonesia has position as a foreign language which is taught to the students start from junior high school as the obligatory subject. However, the students of kindergarten in some schools especially in city have got this subject because it has position as international language which makes many people really concern with it. International Islamic Boarding School KH. Mas Mansur is a student boarding school under management of Muhammadiyah University of Surakarta. It is special for international students of Muhammadiyah University of Surakarta but in fact it also

provides for regular students who have passed for the selection. English is taught in university as general lecture for all students and it is also part of curriculum of International Islamic Boarding School KH. Mas Mansur. As everybody knows that English has different system in constructing the sentence from Indonesian so that the students face some problems deals with how to construct the sentence correctly both oral and written.

The students can express their ideas via oral and written product. It is so far difference to express their ideas via oral or written product. When the people are talking, their priority must be considered is the message delivery which does not concern too much with the grammatical rule. However, for written product, there are so many things should be considered, considering that Indonesian and English have different grammatical structures. Generally, they will get difficulty in arranging the sentences correctly because they are lack in grammar.

Learning language especially writing cannot be separated from the text. The students will be provided some texts as the main tool to study language specifically for writing. There are so many genres (text type) in learning English which are called as descriptive, recount, anecdote, narrative, discussion, report, exposition, procedure, spoof, etc. The students must know the difference among them. Recount text is the text which tells about past experience and functions to share events that happened in the past. The generic structure of the text are orientation which tells the information about who, when the event is done, where and how, events which tells about some

events are done, and reorientation which tells the writer's feeling about the events. When making English composition, the students usually do interlanguage system.

According to Fauziati (2009: 155) Interlanguage is a study on the language of the second language learners, which currently receives a wider acceptance in the literature of error analysis (EA). This term was first coined by Selinker (1977; 1997) to draw attention to the fact that the learner's language system is neither that of the mother – tongue nor native language (NL) nor that of the target language (TL). The learner's language system contains element of both NL and TL. Selinker's IL hypothesis assumes that interlanguages are natural languages; they are systematic through their development. Interlanguages reflect the learners' attempts at constructing a linguistic system that progressively approaches the target language system. It is thought to be distinct from both the learner's NL and the TL. It evolves overtime as the learners employ various internal strategies to make sense of the input and to control their output. Interlanguage is the product of an interaction between two languages system, namely, the native language and the target language. Each of us has their own features.

The writer has found some interlanguges system on students' writing when they make English composition. These things must be analyzed in order the students can know how to construct the sentence correctly. Most of them will make interlanguages when making the sentences which latter become the paragraph and text.

Talking about Interlanguage cannot be separated from Error Analysis. According to Fauziati (2009: 155) Interlanguage is a study on the language of the second language learners, which currently receives a wider acceptance in the literature of Error Analysis. Error analysis (EA hereafter) is the first approach to study of SLA which includes an internal focus on learners' creative ability to construct language" (Saville- Troike 2006: 38 in Fauziati 28 : 35). The primary focus of EA is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition. Errors "tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language" (James 1998: 12 in Fauziati : 135). The researcher takes some examples of interlanguage system based on the students' writing.

IL System : I *getting up* in the morning at 04. 30 p. m.

TL : Get up

In the sentence above, there is interlanguage system that represents present event. The researcher asks the student to make an English composition concern with the student's daily activity. Thus, they have to use present tense for their time. Actually, the correct sentence must be " I get up in the morning at 04. 30 a.m."

The second example, "*In the campus, there are many friends who gives me support, advice, and soon.*" In this sentence, there is interlanguage

system that represents present event. The subject of the sentence is in the form of clause and for plural subject must use verb 1. So, we are not necessary to add “s” in the predicate of the sentence. The correct sentence is “*in the campus, there are many friends who give me support, advice, and soon.*”

Based on the writer’s analysis on the students’ writing of female students at International Islamic Boarding School KH. Mas Mansur, the researcher concluded a research entitled “SENTENCE PATTERNS WHICH REPRESENT PAST, PRESENT, AND FUTURE EVENT: A CASE STUDY OF FEMALE STUDENTS AT INTERNATIONAL ISLAMIC BOARDING SCHOOL KH. MAS MANSUR OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA.”

B. Problem Statements

Problem statements consist of research problem and subsidiary research questions. They are explained as follows:

1. Research Problem

What is sentence pattern which represents past, present, and future event: a case study of female students at International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta?

2. Subsidiary research questions:

a. What are sentence patterns which represent past event?

b. What are sentence patterns which represent present event?

c. What are sentence patterns which represent future event?

C. Objectives of the Study

The objectives of the study of the writer's research are mentioned below:

1. To describe sentence patterns which represent past event: a case study of female students at International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta.
2. To describe sentence patterns which represent past event: a case study of female students at International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta.
3. To describe sentence patterns which represent future event: a case study of female students at International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta.

D. Benefits of the Study

This study has two major benefits, they are: practical benefits and theoretical benefits.

1. Practical Benefits

The practical benefits of the study are described as follows:

a. For the Teacher

- 1) The teachers are able to find out more ways/ methods of learning for the students when learning target language.
- 2) The teachers give more attention for the students related to their acquisition in learning target language especially in connection with sentence pattern and interlanguage system.

b. For the Student

- 1) The students are able to understand well about sentence pattern, interlanguage systems which represent past, present, and future event.
- 2) The students are able to improve their writing after getting more understanding about interlanguage systems.

2. Theoretical Benefits

The theoretical benefits of the study are described as follows:

- a. To give more contributions to the development of a certain theory of Second Language Acquisition (SLA)
- b. To enrich the existing theories of “Sentence Pattern, Interlanguage and Error Analysis”.
- c. To give additional information/ references for the next study.

E. Scope of the Study

In this research, the writer just focuses on interlanguage system which represents past, present, and future event. The subjects of the study are 54 the female students of non- English department of International Islamic Boarding School KH. Mas Mansur of Muhammadiyah University of Surakarta. The data were taken from interlanguage system made by the students in the form of English composition. The data were analyzed by using Corder related to types of interlanguage and Adjemian related to characteristics of interlanguage.

F. Research Paper Organization

The writer organizes this research paper into five chapters. Research paper organization gives a clear guidance in reading and understanding the content of the study. In order to give guidance for the readers in reading the whole content, this research paper is organized as follows:

Chapter I is introduction which deals with the background of the study, problem statements, objectives of the study, benefits of the study, scope of the study and research paper organization.

Chapter II is underlying theory, theoretical review that consists of: previous study, notion of interlanguage, approaches to the description of Interlanguage system, error analysis, pedagogical goal of error, the difference between error or mistake.

Chapter III is research method. It deals with the type of the research, subject of the study, object of the study, data and data source, technique for collecting data, and technique for analysing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.